

Principal Role in Strengthening the School Culture of Vocational High School

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Abstract

The school principal is the key to the success of learning in the Vocational High School. As the holder of the management, he is the creator of the learning process, including the development of school culture. School culture, the best medium of learning to implement character education, is being promoted today. In order for the effective learning process, the principal must be able to develop a school culture adapted to the characteristics of learning in Vocational high School.

The components that must be developed by the principal within the school culture called PRIDE that consists of: (1) Policy and personnel, (2) Resource deployment, (3) Incentives and Accountability, and (4) Data and assessment. To develop the PRIDE, the principal may refer to the Educational Leadership Constituent Council (ELCC) Standards that consists of: (a) Visionary Leadership, (b) Instructional Leadership, (c) Organizational Leadership, (d) Collaborative Leadership, (e) Ethical Leadership, and (f) Political Leadership,

For strengthening school culture, the principal must integrate PRIDE with ELCC standard. The principal must be as educational leader and has the knowledge and ability to promote the success of all students by: (1) facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community; (2) promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff; (3) managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment; (4) collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources; (5) acting with integrity, fairly, and in an ethical manner, (6) understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Keywords: Principal role, School culture, PRIDE, ELCC Standard

1. Introduction

At each organization, including school organization requires an organizational culture that will guide the organization's members to behave. Organizational culture consists of the rules and believed to be the truth professed by members of the organization. to define school culture can be done through a holistic approach, a variable approach, and cognitive approaches^[1].

Holistic approach is also called a pattern approach. These approaches cover all phases of culture and integrate with the historical development of evolutionary traits of interest. In this approach culture defined as an organization described as a general constellation of beliefs, tradition, habits, value systems, norms of behavior, that establish patterns of behavior and emotions of life the organization.

Variable approach is also called the behavioral approach / behavioral focus on cultural expression that can be found in the form of verbal and physical behavior or practice. In this approach culture is defined as a way of doing things around us.

In the cognitive approach focuses on ideas, concepts, designs (blue print), the beliefs, values

and norms are seen as the core of the culture. Organizational culture according to this approach provides a conceptual design that contains standards for taking a decision about what to do and how to implement them. Conceptual design appears in a process of social interaction is mainly oriented to the solution of the problem and passed on to the next generation continuously. This is the most appropriate approach is used to describe the culture of the school.

Through a cognitive approach, Malinowski^[2] argues that culture is the integral whole consisting of implements and consumer's goods, the constitutional charters for various social grouping of human ideas and crafts, belief and customs. Completing this opinion, Schein^[3] explains that the culture of a group can be defined as a pattern of shared basic assumptions That was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough considered to be valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.

Schein divides organizational culture into three levels consisting of artifacts, values and

beliefs, and basic assumptions. Artifact is the outermost layer, and the basic assumption is the deepest layer.

Artifacts include all phenomena that can be seen, heard, and felt in the school. At this stage construction is done through physical and social environment. At this level everyone can see on: (a) architecture of the physical environment, (b) language, (c) technology and products, (d) creation, (e) the style of dress, (f) behavior, (g) visible emotion, (h) the myths and stories of the organization, (i) the published values, (j) ritual (k) ceremony, (l) an organization chart, (m) a formal description of how the organization works as listed in vision and mission. The physical artifacts of the building is including room layout to reflect the organizational culture. The artifact can illustrated as the entry point for outsiders to understand the culture of an organization and culture is a form of communication with fellow members of organizations and people outside the organization. Artifact is a tangible element and easily observable by a person or group of people both inside and outside the organization (visible and observable).

In the artifact layer, there are three interrelated dimensions, namely: (a) the manifestation of verbal / conceptual, (b) the manifestation of behavior / behavioral and (c) the manifestation of physical / material^[4]. In more detail the elements that can be grouped into verbal manifestations are: (1) the direction and goals, (2) curriculum, (3) language, (4) metaphor, (5) institutional history, (6) institutional leaders, (7) institutional structure.

Elements of the behavioral manifestations are: (1) ritual activities, (2) rituals, (3) teaching and learning activities, (4) operational procedures, (5) traditional and regulations, penalties and sanctions, (6) psychological support and social, (7) patterns of interaction with parents, and community. The elements that can be grouped into physical manifestation / material are: (1) equipment and facilities, (2) layout of buildings, (3) motto and decorations, (4) uniform

Values in the school culture defined as something that is believed by the citizens of the school as something that is right and wrong. The belief is an attitude about the way it should work within the organization.

The essence of organizational culture is the basic assumption that guarantees one finds little variation in the culture unit. On the basis of the assumptions contained clues that must be complied with regarding the organization's members to explain the real behavior including members of the organization how to feel and think of everything.

The school principal has a major role towards the formation of the basic assumptions. Achmad Sobirin^[5] explained that the conviction of the leaders of the organization actually become a

source of inspiration to find a variety of ways in order to resolve various issues and organizational development. In other words, the conviction of the principal is sources of the formation of the basic assumptions in the life of the school organization.

According to Robbins^[6], school culture was initially formed by philosophical of the organization founder. Further organizational culture will greatly affect the criteria used in hiring or moving the organization's members. Behavior of top management also determine the general climate of acceptable behavior and unacceptable. Level of success in disseminating the organization's culture will depend on the suitability of the employee values with organizational values.

2. Principal Role for Developing School culture

School culture can't be separated with leadership in the school because the school culture to grow and evolve along with the founder and leader of the school. The presence of a leader of the organization environment is a crucial factor for the decline of the organization forward. Therefore, the principal is the most influential person to determine the activity and the policy pursued by the entire academic community.

Jerome Want^[7] explains that the role of the principal to be able to develop the school culture of the organization are:

- (1) *Become a student of culture*. In each member of the organization including organizational leaders must learn the culture in the organization.
- (2) *Renewal*. Leaders are uniquely positioned to build a culture as a process of renewal. With a renewed culture, talent and commitment of members of the school will re-energized in the name of the school organization.
- (3) *Communication*. The leader must maintain open communication has always existed among the members of the organization at the school to be used to exchange ideas and resources.
- (4) *Inclusiveness*. The leader must explain to all members of the organization in developing a culture that required the involvement of all members of the organization and its leaders.
- (5) *Trust*. Leaders must foster a sense of trust to each member of the organization that they will remain secure in his ideas.
- (6) *Accountability*. Leader is the only person most responsible for whether of the process of cultural development that has been running in the right direction and have completed the actual destination.

In the meantime, to develop a school culture, according to Deal and Peterson^[8] the principal can perform the following five roles:

- (1) *The principal as symbol: affirm values through: dress, behavior, attention, routines.*

- (2) *The principal as potter: shape and be shaped by the school's heroes, rituals, ceremonies, symbols.*
- (3) *The principal as poet: use language to reinforce values and sustain the school's best image of itself.*
- (4) *The principal as actor: improvise in the school's inevitable dramas.*
- (5) *The principal as healer: oversee transitions and change in the life of the school.*

To develop the school culture, there are three conditions, we believe, are essential if educators are to apply what we know about school culture to the challenge of bringing about deep and enduring improvement in our schools^[9]. Principals need to facilitate the implementation.

a. Schools need measures of success and areas for improvement that go beyond test scores.

The school principal shall be responsible for external standards, and standardized tests that are part of accountability. Some states use standardized tests in math and reading to address the real and urgent problem. However, test scores should not be the only measure of school success. If they do, they have unintended negative consequences that limit the vision of a good school. Because the preoccupation of many schools with high-risk students prepare for tests in math and reading, they tend to ignore important curriculum areas such as science, social studies, art, physical education and health.

The solution is not to eliminate testing, but keep in proper perspective so as not to reduce the mission of holistic education. Schools and classrooms should approach the assessment and all their work by developing the whole person, including skills such as creative problem solving, teamwork, respect for diversity, ethical decision making, and commitment to human rights and social justice.

b. Educators must have a comprehensive understanding of what “school culture” is.

While there is a growing understanding and evidence of the importance of school culture, we still need to develop a common national vocabulary to define and discuss it. Many educators and researchers use the term school climate as a basis for conversations about school improvement.

School climate is often used as a phrase and broad umbrella term to cover various aspects of the school experience. Framework that describes the environment of safety, respect, support and challenge for all member schools in different domain: physical, emotional, social, ethical, public, and intellectually.

Be dangerous if every school to adopt a standard school climate using a narrow definition of school climate. For example, the new guidelines only focus on creating a safe social climate and attentive without adequately address the intellectual and cultural climate of the larger schools are required to student achievement. We will miss important opportunities. A more meaningful approach to climate or culture of the school will assess the breadth and depth, with benchmarks that cover a variety of academic and social factors that make for quality schools.

c. Tools for developing and assessing school culture.

Many schools shape their culture by accident because they do not have the tools to do so. Actually many of the tools to shape the school culture by using the ideal test developed over several weeks or even months with input from school leaders, staff, students and parents.

To assess the school culture is as important as the culture of the school building. There is a standardized test that measures the performance of students in subjects such as math and reading, but there is no systematic way to measure a school's culture, the school will be less clear about what the school culture, is less incentive to make the cultural construct of priority, and there is no sure way to monitor their progress in developing a positive culture and use assessment data for continuous improvement.

3. Educational Leadership Constituent Council Standards

To be able to develop a school culture, the principals of Vocational High School must have a certain ability. One of the requirements to become a good principals contained in The Educational Leadership Constituent Council standards (ELCC standards)^[10]. ELCC Standards are research-based, widely used standards for advanced programs in educational leadership for principals, superintendents, curriculum directors, and supervisors. The ELCC standards are defined here.

Standard 1.0: Principal have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

- (1) Develop a vision
- (2) Articulate a vision
- (3) Implement a vision
- (4) Steward a vision
- (5) Promote community involvement in the vision

Standard 2.0: Principals are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive

school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff.

- (1) Promote a positive school culture
- (2) Provide an effective instructional program
- (3) Apply best practices to student learning
- (4) Design comprehensive professional growth plans

Standard 3.0: Principals are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- (1) Manage the organization
- (2) Manage operations
- (3) Manage resources

Standard 4.0: Principals are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding

to diverse community interests and needs, and mobilizing community resources.

- (1) Collaborate with families and other community members
- (2) Respond to community interests and needs
- (3) Mobilize community resources

Standard 5.0: Principals are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

- (1) Act with integrity
- (2) Act fairly
- (3) Act ethically

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- (1) Understand the larger context
- (2) Respond to the larger context
- (3) Influence the larger context

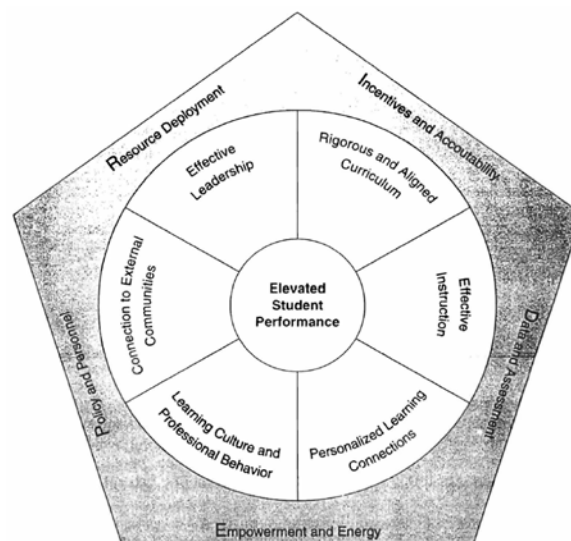


Fig. 1. PRIDE: Key elements of a high performing school culture^[10]

4. PRIDE for Developing School culture

PRIDE is the major levers available to a leader for constructing an effective school culture. These levers include: (1) policy and personnel, (2) resource deployment, (3) incentives and accountability, (4) data and assessment, and (5) empowerment and energy. It is important for a leader to have a vision of the desired culture. The structure of pride can find in figure 1^[10].

(1) Policy and Personnel

It is important for principals to determine goals and expectations. Some things are less effective in leadership is prescribing too intense.

However, those working with and for schools eligible for a real taste of what to expect. This is what is meant by the policy. A good policy also serves to provide a template against which the performance of subordinates that can be assessed.

(2) Resource Deployment

People

When people comes to personnel, there are a few simple, but remarkably practical and powerful, messages to be emphasized here.

- (a) No principal who can work effectively without the help of others. Converting intention into reality requires commitment, knowledge, and skills of others.

- (b) Selecting, motivating, and the rate is one of the most important practical tool for principals.

Money

Educators are not comfortable and be quiet in addressing the issue of money. They are rarely trained in finance. A school budget process greatly affects the organization and change.

Here are the steps productive to pursue in order to take advantage of the organization's budget process as a tool to understand and then influence the organization as a whole. The following steps may be met with resistance from the political and social factors.

- (a) The principal must put in the process of planning school organization. If the principal has a full understanding of the organization and budget, through the allocation of its resources it will be easier to achieve the vision and mission
- (b) Make sure the principal is fully in the loop of information on this important budget planning such as enrollment projections, teacher turnover and recruitment projections, assuming the class size, facilities requirements, revenue projections, and changes in government funding procedures.
- (c) The principal is responsible for the dissemination of government regulations relating to the program, school, department, or related activities. Knowing the rules is very important for deal with change.
- (d) The technical information will clarify the rules. For that the principal may take a while, rearrange the criteria to be closer to practical steps.
- (e) Gradually, principals need to move the organization from the salary setting up with things that have little effect on performance and student achievement.
- (f) Maximize the budget policy for teachers and employees. This is a way to empower and encourage their creativity.
- (g) Pursuit of efficiency and organizational incentives. For example, place the budget for replacement teachers who are not dating. Little action has been proven reduce teacher absenteeism.

Time

Time is the most difficult factor to be set for the principal. Actually this can be fixed. There are certain hours of the day. In general, sleep a night is not a productive way to solve the problem of scarcity of time. Similarly, time should be set aside for the reality of the logistics such as shopping, personal tasks, physical exercise, interaction with family and friends, and, on

occasion, holiday. The latter can be a tremendous rejuvenation point and irregular to be earlier on the grounds that it was too busy. During the time off could be used for recreation.

(3) Incentives

The school principal must understand that individuals working in schools tend to perform activities that they consider there are rewards and punishments. As a result, the person must exert great care to ensure that what is being incented in the organization. School head is that will contribute to an effective school culture.

(4) Data and Assessment

In a new era in America, the principal is seen as an individual who can identify, define, and solve problems. Although there are many approaches to making decisions and solving problems, an important first step in troubleshooting is to identify and understand, and one powerful mechanism to define and understand the problem is to collect and analyze data.

When the school principal to compile, evaluate, and use data on schools and communities, they are in a better position to serve as a catalyst for solving problems in the school community. While some of the problems clearly present themselves, others are not immediately obvious or explicitly defined and thus must be found, carefully analyzed based on available data. Given the current policy context, educators are increasingly recognizing the value of the data and the need to gain a greater understanding of data analysis and decision making

(5) Empowerment

If the principal is not ready to delegate authority to subordinates enough so that they can freely and fully perform their assigned work, he has squandered its resources in their employ. If he can't trust their subordinates to do the job, then he probably could not do it alone.

Principals make decisions, create a vision, setting priorities, selecting subordinates, and allocate resources. However, he has determined the right thing to do, almost all leaders will likely take place finish by persuading others to take action. Leader will be powerless, if not effectively communicate with the public, parents, professional colleagues, and subordinates and persuade them of the usefulness of pursuing the necessary tasks.

By creating a good impression from the beginning, the principal can form a trend that may help in gaining acceptance message, persuasion makes it easier. However, sometimes a good impression and effective communication is not enough. Sometimes mistakes happen, and uncomfortable conversations. Regardless, there are

ways to handle negative discomfort and can even save something positive. Confrontation does not have to result in unresolved conflicts and can be converted to a constructive outcome.

5. Conclusion

For strengthening school culture, the principal must integrate PRIDE with ELCC standard. The principal must be as educational leader and has the knowledge and ability to promote the success of all students by: (1) facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community; (2) promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff; (3) managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment; (4) collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources; (5) acting with integrity, fairly, and in an ethical manner, (6) understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

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